

FINAL REPORT
RESEARCH PROJECT
INDIAN AND METIS EDUCATION
SASKATCHEWAN EDUCATION

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(APRIL 17, 1998)

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Introduction

The report is organized according to Saskatchewan Education STATEMENT OF WORK beginning with 1.4 and proceeding to 1.4.1 Executive Summary; 1.4.2 Purpose for the Research Project; 1.4.3 Literature Review; 1.4.4. Method; 1.4.5 Findings; 1.4.6 Analysis and Recommendations.

The research focussed on two main questions presented by Saskatchewan Education in the Call for Proposals: Indian and Metis Education Research. The questions investigated in the present research are:

What is the nature and quality of the Indian and Metis students' educational experience in the grades 9-12 public system?

What factors contribute to Indian and Metis students' success in school?

A questionnaire focusing on the two questions, was developed by the research team and was distributed to students attending two high schools in Regina.

1.4 Final Report

1.4.1 Executive Summary

Question 1: What is the nature and quality of Indian and Metis students' educational experiences in the 9-12 public schools?

The essential findings were that:

Students had a sound understanding that **school** was place to learn, a place that required hard **work** if success was to be achieved and that it would help them get a job.

Students felt comfortable at **school**, had positive feelings about self and felt assured and in control. However, while most responded they were happy in the **classrooms** some indicated they were **bored**, anxious, moody and resentful. However most did say they were confident, happy and excited about classes and courses. The students seemed to accept the idea that a large number of courses were necessary as the variety would help them get a job, would make them a better person and would help develop confidence. There was quite a mixed response regarding school work and subjects taught. Most said that school subjects were necessary and for the most part necessary for their futures. Most also felt that subjects were interesting and useful. However, a significant amount felt the subjects were not very interesting, were boring and difficult and they worked at them only because they had to. Good marks were an important motivation for attending school and students stated they like to get verbal praise from principals, teachers, and to have the information regarding their achievements related to parents/grandparents.

Students think very positively of teachers, vice-principals and guidance counsellors. However they are not as positive towards principals suggesting they viewed principals as disciplinarians, school managers, and people who suspend students. Most felt the schools were comfortable places but needed more First Nation decorations.

They stated that teaching staff and other staff made them feel most comfortable. Library staff were not viewed as helping students feel comfortable.

Question 2: What factors contribute to Indian and Metis students' success in school?

The essential findings were:

The students identified qualities of **teachers** that were most helpful in contributing to their success in school. Most said that the supportive teacher was the most helpful. Other responses were - understanding, helpful, friendly, and caring. A smaller number of responses included: took extra time, set high standards, and hold high expectations. Students also rated **other students** as being very helpful in contributing to their school success. Also rating high as contributors to success were counsellors, **Elders**, and teacher assistants. **Families** also had a significant influence on the students' school success especially the mother in the family. Another contributing factor to student success is cultural events - Talking Circles, Elders, pipe ceremonies.

1.4.2 Purpose for the Research Project

The research project was established to address two major questions (formulated by Sask. Ed.). These questions are as follows:

- 1) What is the nature and quality of Indian and Metis students' educational experiences in the grades nine to twelve public schools?
- 2) What factors contribute to Indian and Metis students' success in school?

The problem is that many Indian/Metis students leave school before the completion of high school and as a result are, (1) not prepared for further education at the post-secondary level and (2) are not prepared for a job that would provide them with an adequate pay level. Many young people lacking high school join the ranks of the unemployed and suffer from low self-esteem and lose initiative and motivation for furthering their education. The question's were designed to (1) establish what students felt about school, studies, teachers, etc. and (2) to obtain a clearer picture of what it was (is) that contributes to the students' success in school. The data obtained from the responses to the items on the questionnaire might be used make decisions in how to modify situations at schools so that students might view school and the school experience as something positive and helpful to them in their lives.

Note Appendix A - PURPOSE

1.4.3 Literature Review

Note Appendix A

1.4.4 Method

A number of statements regarding school, classes, courses were developed. From these statements questions for the questionnaire were written. The questionnaire was developed by the research team and was tested by a pilot run. After the pilot project, necessary revisions were made. The questionnaire was then distributed to the students.

First Nations traditions were included in the data collection. Students were assembled at the Friendship Centre where food was served. Also traditional singers, dancers and Elders were present. Gifts were given to the students. The students then responded to the questionnaire. The questionnaire was also distributed to schools to obtain responses from students who could not attend the Friendship Centre.

The questionnaires were returned to the Department of Indian Education where the data was processed using the Microsoft Excel and Word Programs.

Note Appendix A - Method

1.4.5 Findings

Note Appendix B

1.4.6 Analysis and Recommendations

Question 1: What is the nature and quality of Indian and Metis students' educational experiences in the 9-12 public schools?

The responses by the students provide data that are analyzed in terms of potential or actual implications to the public education system in general and to students and teachers in particular. The analysis will focus on the items/responses which are grouped into the following categories - school, classes/courses, feedback/reinforcement, principals - v.p., teachers, staff, building, responsibilities.

School

Students saw school as a place to learn as well as a place to work hard. They also equated school and job acquisition. This positive view of school suggests that most students should experience relative success at school, especially when they see school

and studies as a way to a job. It is therefore very important to know what kinds of events, activities, attitudes prevail and enhance these so that students will retain these positive feelings and attitudes. The challenge is to change attitudes of those students that felt school was **not** a positive place. As a third choice students said that having friends at school was very important. Teachers/students would have a more positive relationship when students are able to see the **need** for school and that they **need** to **work hard** if they are going to succeed. Teachers would focus more on 'teaching' rather than on classroom management. It is also positive that students view the school as a place to establish friendships. Many of these friendships will last long past their high school experience. This will have a positive impact on the larger community.

Most students felt confident, happy and assured at school. However, slightly less than 1/3 of the students expressed they were **bored**. This is a significant number and it would be useful for teachers to look at such things as content, materials and presentation.

Classes/Courses

Student responses were rather varied when it came to items regarding classes and courses. Approximately 1/3 of the students suggested they were **bored** with classes. Others indicated they were **tired** in classes while others responded that they were **anxious, moody** and **lazy**. A smaller number (10%) responded that they were very happy, excited and feeling good about the classes and courses they were involved with. When students became angry or frustrated in classes they attributed their anger and frustration equally to the teacher and to the amount of work they had to do. A smaller number of students responded that home situations caused their frustration and anger. A few responded that it was because of something that happened with their friends. Most students felt the variety of courses offered was good and felt the broad knowledge that the variety provided would make them a better person and would eventually help them get a job. They stated that knowing a large variety of things gave them more confidence. When it comes to actual courses, Indian/Native Studies, English, and Math were the most popular. Science rated next with Phys. Ed., Art and Drama following in popularity. Social Studies did not seem to rate highly.

Feedback/Reinforcement

Most students (1/2 of the respondents) stated they wanted to achieve a good marks as a first choice. Other responses were praise from teachers, praise from parents, and praise from friends. A small number stated that gifts would be a nice reward. Students did state that praise from teachers would be most valued, followed closely by praise from parents. Praise from friends is also valued. Students also stated they wanted to be recognized by principals and teachers for arriving at school on time. The recognition could be verbal, time-off, and letting parents know. Student responses were similar when it came to assignments. They stated they wanted principals and teachers to provide verbal response such as they are pleased, giving students some time-off, and

letting parents know. They wanted the same reinforcement and praise when they finished high school. They stated verbal recognition was the most important praise and reinforcement. They also needed to have their parents, grandparents know they were doing well.

Principals, Vice-Principals, Teachers and Staff

Approximately half of the respondents stated the teachers were mostly good and doing their best to help students in classes and to prepare for the future. Approximately 14% of respondents said teachers really didn't care and gave students a bad time. Almost 40% of students felt the principal was there to discipline students. Others, 20%, said the principal gave guidance and support to students and a similar amount though he was just to manage the school.

The vice-principal was seen as supportive and helpful by 33% of the students. Another 28% viewed the vice-principal as good, kind, and helpful. 22% percent saw the vice-principal as difficult to get along with and was there to expel and suspend students. The counsellor is generally seen as a helpful, caring person, and helps with personal matters, academic counselling and provides general support. The home/school liaison coordinator was seen as a person who makes students feel better and helps solve problems. About 25% did not seem to know what the home/school liaison coordinator was supposed to do. Most students felt the student services staff made them feel most comfortable at school. This was followed by teachers and then by school cafeteria staff. Principals did not rank high in this category. The personnel that made students feel most uncomfortable were office staff and library staff.

The Building (Physical Plant)

Approximately 65% of the students felt the school was a good feeling place and comfortable to be in. Several (24%) said it was dull and should be decorated with more First Nations designs and colors.

Responsibilities

Most students indicated that they responsible to show respect to other students. Following respect to other students they responded they were responsible to show respect to teachers, principals, vice-principals, counsellors, staff and themselves. They also responded that they were responsible for getting their work done and for their own success. They also felt they were responsible for helping other students.

Analysis/Recommendations

From the students responses it appears that there are many factors in school that are positive in regards to Indian/Metis children. This would imply that the school system has and is responding to the needs of these students. This translates into happier

students in the school system which should mean a better success rate. The implications of this are the successful students will likely pursue post-secondary education. With more students in different professions and vocations, the students will make meaningful contributions to their communities and to society as a whole.

The responses also revealed that there are areas that need attention. These include better rapport with principals, library and office staff and in some cases with teachers and other professional staff. The students also indicated the classes they take might be modified to meet the needs of students and specifically to meet cultural needs - i.e. integration of Indian content into the classes they are taking. This could result in better achievement than exists presently. Perhaps teachers should receive inservice focusing on how to teach Indian/Metis content within the required areas of study. Another inservice might focus on how to develop curriculum that has Indian/Metis content. A further possibility might be to provide an opportunity for teachers to visit the SIFC and the SUNTEP libraries to become familiar with the existing First Nations materials. Besides teachers, it would be desirable if all staff in schools become more familiar with Indian/Metis cultures. This would create a total atmosphere that would make students feel more comfortable throughout the school. The students need to feel they are an important part of the school - teaching - learning process. The principals, vice-principal, teachers, staff must create an environment that makes the students feel they are valued and have something to contribute to the whole.

The responses also indicated the community, parents, and culture were important to the students. Students would probably be more attentive to school tasks, activities, etc. if there was more community involvement.

Parents might be encouraged to attend school functions more frequently, be informed when students are doing well, and be asked to help provide cultural events at the school - arts/crafts, song, dance, Elders, special speakers, sports heroes, theater, etc. The community and parental involvement, Elders, and cultural inclusion would help students establish a clear identity and develop a positive self concept.

Question 2: What factors contribute to Indian and Metis students' success in school?

The responses by the students to the ten items related to Question 2 provides data that can be analyzed in terms of potential or actual implications to the public education system in general and to student and teachers in particular. The analysis will focus on the items/responses which will be grouped into the following categories: people who made a contribution, classes, cultural events and community.

People Making a Contribution

Students' responses showed that **teachers** were the main contributors to their success in school. Next to teachers, students rated other students as being most influential in their school success. Others who were contributor to success were counsellors.

APPENDIX A

**PURPOSE
LITERATURE REVIEW
METHOD**

A. LITERATURE REVIEW

The review of the literature is presented in 2 parts, specifically focusing on the two questions being investigated.

Question 1: What is the nature and quality of Indian and Metis students' educational experiences in the K-12 public schools?

There are many factors in schools that contribute to the nature and quality of the educational experiences of students. A factor that several researchers seem to agree on is teacher expectation of students' achievement. Nieto (1996), Pelletier (1993), and Rampaul, Singh, and Didyk (1984) all concluded that teacher expectations were extremely important. They found that the higher the teacher expectation the better the students tended to achieve. Improved classroom behavior seemed to correlate with higher expectations as well. Findings by Archabald, Haig and Kirkness (1995) revealed that interactions between the school as a whole and the students was important. How the students interacted with the process of the school, cultures of the school, services provided by the school, and general characteristics of student life were all important in developing a positive attitude toward school. Over the years socio-economic factors were seen to be important factors in school experiences. Steinberg, Blinde and Chan (1984) provided support for this when they linked socio-economic status (SES) of the student/teacher interaction. They found that, in cases, where students were from lower SES and the teachers interacted less with them, these students achieved lower levels than those students of higher SES and received more teacher attention. The final result was that their academics achievement was higher. An interesting finding by Anderson (1982) showed that the physical plant itself was a factor. Students seemed to achieve better and stay in school longer if the school was well care for and nicely decorated. In the same report Anderson (1982) suggested that teachers who had high levels of education and presented themselves as stable were viewed by the students as having higher moral standards and consequently the students worked harder for them and achieved better. A positive student/teacher relationship was very necessary for providing a positive educational experience. As a final observation, Anderson (1982) stated that students need to have a sense of belonging. They need to have a sense of ownership both during the regular school day and also during after school hours for sports and other activities.

Goulet (1996) and Hurlburt, Kroeker, and Gade (1991) suggested the culture is a significant factor in contributing to the nature and quality of students' educational experience. Goulet (1996) suggested that cultural influences establish perceptions of what is or is not success and thus ultimately what quality experiences are. In a like manner Hurlburt, et al (1991) observed that First Nations students achieved equally with the rest of the students until they

reached approximately the grade 5/6 level. At this point they begin to drop back and became somewhat negative toward the school and to their studies. It is believed that their cultural needs were not being met and they began to notice this at the age of 10-12 years. Another area that impacts on the nature and quality of school experience is that of assessment and evaluation. Lafond (1992) and Deyhle (1983) both suggested that First Nation/Metis students felt they were unduly penalized when assessment took place. Lafond (1992) stated that assessment must be adjusted so that it is more congruent with the needs of the students. Kirkness and Barnhardt (1991) presented information that students felt educational institutions should provide them with the FOUR R's - respect, relevancy, reciprocity, and responsibility according to Kirkness and Barnhardt. If schools and universities provide Indian and Metis students with the 4 R's the nature and quality of their educational experiences would be positive and successful.

Question 2: What factors contribute to Indian and Metis students' success in school?

Authors and educators have, over the past several years, attempted to establish what factors do contribute to the success of Indian and Metis students in the schools and colleges both in Canada and the United States. Barnhardt (1996) suggested two main over-riding factors that contributed to success, namely, (a) services to students, (b) academics. In discussing (a) Barnhardt states that service to the students must change so that areas like special services, clubs, social events, etc. must reflect the students' cultures and true needs. Under (b) Barnhardt suggests new and revised courses involving community, variety of delivery systems, etc. Barnhardt (1996) adds that support services might be the most important factors contributing to success. Terenzine, et al (1994) also provided factors that are deemed to be important contributors to success, including recognition of cultures and student traits and providing experiences that reflect these, reinforcing the idea of success, involvement of teacher/student in academics and extra curriculum experiences, including parents/community, instill sense of ownership and self pride and respect of self and others. Pelletier (1993), from responses to a questionnaire, discovered that a most important factor was the self, closely followed by family. Students also said extra curricular activities were very important. Reyhner (1992) cites several researchers, (Cummins, 1989; Krashen and Biber, 1988) who suggest a blend of English language, natural language along with other cultural components provide conditions to empower students and build self-esteem and ultimate success. Subjects can be taught in both languages with interactive and experiential teaching methods used. Tierney (1992) suggested school and teachers should be organized in ways that meet students needs in terms of culture, learning style, etc. He goes on to say that community involvement especially parents is a major factor. Douglas (1987) suggested that, "positive relationships must be established between Native and non-Native people,

between home and school, between teachers and students, between Elders and district personnel, and between classroom and cultures" (p. 202). Spitzburg and Thorndike (1992) suggested success in school would be enhanced if connections between students and teachers were strengthened (in and out of the classroom); if teachers establish high expectations; if teachers and students create academic experiences that can be shared by all students and teachers; if in-services is provided for teachers in how to work with Indian and Metis students; and if students and community are involved in curriculum development and school operation.

B. DESCRIPTION OF PROGRAM AND RESEARCH OBJECTIVES

This program will address the first two questions of the *Guiding Framework: Indian and Metis Education Research Network - Project Principles and Objectives*. :

- 1) What is the nature and quality of Indian and Metis student's educational experiences in the K-12 public system? NOTE: the researchers have been given permission to focus on Grades 9-12.
- 2) What factors contribute to Indian and Metis students' success?

Questionnaires will be developed by the research team and presented to the students in a selected high school in Regina. The data obtained will be analyzed and the results will be distributed to Saskatchewan Education, to the school board involved, and to other parties that will benefit from the data and the conclusions.

The Students

The students will be enrolled in grades 9-12 in a Regina high school, either with the Catholic or Public school systems. The school will be selected on the basis of number of Indian and Metis students and on Board and administration considerations.

Research Objectives

While any research project can generate many objectives, it is deemed the following objectives are the most reasonable and relate most clearly to the key questions and to the overall design and methodology. These are as follows:

- 1) to provide information that offers new insights into the belief of Indian and Metis high school students regarding the **nature** of their educational experiences in the public school systems.
- 2) to provide information that offers new insights into the feelings of Indian and Metis high school students regarding the **quality** of their educational experiences in the public school systems.

- 3) to provide information that offers new insights into the feelings of Indian and Metis high school students regarding the factors that contribute to their **success** in their educational experiences in the public school systems.
- 4) to establish a collaborative research relationship (and other working relationships) among the research partners involved ie. the research team members, the Saskatchewan Education Department, the two major school boards, Separate and Public, Saskatchewan Indian Federated College, superintendents, teachers, administrators, and students and parent.
- 5) to establish closer ties and develop stronger bonds, (spiritually, emotionally, psychologically, and physically) among policy makers and educators in all aspects of education.
- 6) to use information generated by the research to develop programs, curriculum, structures and materials that will enhance the nature and quality of the educational experiences of the Indian and Metis students in the public school systems of Saskatchewan and ultimately of all students in the province.
- 7) to use the information generated by the research to improve the teacher education programs in the province, including those at SIFC, the UofR, SUNTEP, UofS, ITEP, and NORTEP by making the programs more relevant to the needs of teachers and students.
- 8) to use the research results to help establish closer ties and relationships among all school systems in the province, including First Nations schools, Metis schools, Public schools, and Separate schools.

C. METHODOLOGY

The research will be conducted using two major models: a qualitative model and a survey questionnaire including a limited quantitative statistical analysis. Richardt and Cook (1979) suggest that several benefits can be gained by using the two paradigms in combination.

The *qualitative* model will be included as follows:

Students/Researchers

researchers will be directly involved with the research group, the students in grades 9 to 12.

Data/Analysis

the researchers will provide an analysis of the results from a qualitative perspective ie. a general discussion of the data from the responses provided on the questionnaires. Trends or themes on the responses will be established (Van Manen, 1990) and explanations, interpretations and conclusions will be provided.

More specifically the qualitative research design will include:

- 1) the researchers will meet and speak to the students *before* the questionnaire is distributed. This approach, to a limited degree, approaches a First Nations methodology in that oral discourse takes place before and action is undertaken. Discussion, interaction and sharing will take place in each of the classroom that are participating. This approach is more than merely sending out questionnaires and having the students respond.
- 2) during the pre-questionnaire meeting the researchers will, without influencing how the students should/might respond, make sure any doubts, suspicions, or fears regarding the research/questionnaire will be eliminated or significantly minimized.
- 3) the researchers will assure the students that their responses will provide information that will be very useful regarding their education and also the education of future students. Students will be asked to respond very carefully and thoughtfully.
- 4) the researchers will establish a very personal communications that will be informal and in an a relaxed manner as possible.
- 5) the researchers will explain the mechanics of the survey of the questionnaire ie. how to fill in responses, etc. and students will be assured that a researcher will be in the room while they respond to the questionnaire.

The *survey questionnaire* model is part of the research methodology. As desirable is it is to adhere to a qualitative model entirely (personal interview with the research subjects), it is not practical in this research project considering the large number of students that will be involved (100 or more). A quantitative statistical analysis may be conducted if it should be decided to statistically examine response differences *between* and *among* groups, ie. boys v girls, between grades, etc.

It is proposed that the questionnaire responses will be analyzed with the following focus regarding the students:

- 1) general overall impressions of how the students responded to the survey questionnaire.

- 2) grade by grade responses --what were similarities and differences in the responses in terms of the different grade levels?
- 3) male/female responses -- did males and females indicate differences in their perceptions of their school and their school experiences?
- 4) rural/urban -- did students from urban settings have a different view of the school/teachers, etc. than those students from a rural setting?
- 5) SES differences -- did students from various socio-economic levels respond differently from each other?
- 6) native students and non-native students.--were there differences in how the school and the experiences between the First Nations students and the rest of the students surveyed.

Order of the Development of the Program

- 1) Identify the target research groups--the research team will define the exact population to be included in the research ie. school, student population or samples of the population.
- 2) Permission to conduct the study contact will be made with boards superintendents, principals and teachers to enable the collection of the data.
- 3) Develop questionnaires that will provide responses that will answer each of the two research questions that are the focus of the research.
- 4) Deliver questionnaires and have research team members visit the target schools to personally explain the project and to assure the participating schools/students that the project meets all standards and criteria in terms of ethical principles, legal concerns, and human relations. Guidelines established by the Faculty of Graduate Studies, University of Regina will be followed.
- 5) Analyzing the data--the data will be analyzed on a matrix that includes responses by grade, overall general responses, male/female responses, responses by age, responses regarding urban/rural settings.
- 6) Report writing--First drafts will be written and reviewed. Corrections and revisions will be made for writing of the final report.
- 7) The final report will be disseminated to the appropriate parties and stakeholders.

Preparation of the Questionnaires

Two questionnaires will be prepared that are very specific to the two research questions.

Question 1: What is the nature and quality of Indian and Metis students' educational experience in the 9-12 public system?

The questionnaire will be developed using the following statements as a guide:

- * students' concept of the word "school"
- * students' concept of "self" as it relates to them in the context of the school setting
- * students' concept of "courses/classes" in the schools ie. how do they see the classes they attend and the course content they are studying in regards to interest, accuracy of content, relevancy for future jobs, future study, etc.
- * students' concept of "reward" - what is "the pay-off" for attending school regularly, coming to school on time, for completing assignments, and ultimately for completing courses and programs
- * students' concept of "teacher/role of teacher" - is the teacher a helper or a hindrance in their school experience
- * students' concept of "principal" - is the role of the principal seen as a supporting role or one of discipline and rule
- * students' concept "vice-principal" and other administrators--are these personnel seen as supportive and positive or disciplinarians and negative.
- * students' concept of "counsellor" is the counsellor seen as a helper with advice regarding programs and personal needs or one of directing and telling.
- * students' concept of "home school liaison/coordinator--what is the role as seen by the students?
- * students' concept of "school" in terms of school as a physical plant Is it a place where students are comfortable with the physical surroundings
- * students' concept of assessment and evaluation
- * students' concept of the Four R's -- respect, relevance, reciprocity and responsibility.

Question 2: What factors contribute to Indian and Metis students' success?

The questionnaire will be developed using the following statements as a guide:

- * what are the factors related to the teacher(s)
- * what are the factors related to other significant figures in the school (principals, counsellors, etc.)?
- * what are the factors related to the other students (peer groups)?
- * what are the factors related to the home (parents, siblings, other family)?
- * what are the factors related to the curriculum/materials?
- * what are the factors related to other significant figures (Elders, previous teachers, etc.)?
- * what are factors regarding counselling? Does counselling fulfill student needs?
- * what are the factors related to culture aspects? Are there sufficient cultural

activities at the school?

- * what are the factors related to community involvement in the school?

D. RESEARCH OUTPUTS

Data will be analyzed using established computer program. Findings and conclusions will be presented by written reports, and by verbal presentation through conferences, workshops and through publications in selected journals. The data will be stored at the Department of Indian Education Saskatchewan Indian Federated College, University of Regina, and at School Board offices if so requested.

E. COLLABORATION, COMMUNICATION AND DISSEMINATION STRATEGY

1. Collaboration among research team members, the school, the students, the school board, and Sask. Ed. will be on-going.
2. Collaboration and communication will occur with SIFC faculty, the school board, and other education partners such as U of R, SUNTEP, SSTA and STF.
3. Dissemination strategies include:
 - written reports will be presented to education institutions and agencies including school boards in Saskatchewan, faculties of education at the U of R, and U of S, teacher training programs at SIFC, SUNTEP, ITEP, NORTEP, and Saskatchewan Education.
 - results will be presented at conferences, workshops, etc.
 - results will be published in various bulletins, newsletters, and educational journals.

APPENDIX B

**STUDENT INFORMATION
FINDINGS
DISCUSSION OF DATA**

RESEARCH PROJECT
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RESEARCH REPORT
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Organization of Content

The report is organized under the following headings: Introduction, Information Regarding Students, Data Collection Process, Descriptive Data, Discussion of Data, Summary and Recommendations.

Introduction

The research focussed on two questions presented by Saskatchewan Education in their Call for Proposals: Indian and Metis Education Research. The questions investigated in the present research are:

What is the nature and quality of the Indian and Metis students' educational experience in the grades 9 - 12 public system?

What factors contribute to Indian and Metis students' success in school?

A questionnaire focusing on the two questions was developed by the research team and distributed to Indian and Metis students attending two high schools in Regina. One hundred questionnaires were distributed with a return of 74. Of these, 10 were removed leaving the final number of questionnaires at 64.

Information Regarding the Students

Residence 23 students have lived on a reserve from 1 to 17 years
 44 have never lived on a reserve

Ages Range 15 to 20 15 - 22: 16 - 23: 17 - 8: 18 - 5: 19 - 4: 20 - 2.

Language 37 do not know First Nations language
 30 know 'a little' First Nations language
 57 never speak First Nations language
 10 seldom speak First Nations language

Ancestry 41 First Nations
 22 Metis
 1 not identified

Nation Cree - 31: Sauteaux - 9: Nakota - 3: Dakota - 2: Dene - 1:
Not identified - 18.

Reserves 18 reserves were identified as where students were from or where their
base is.

Data Collection Process

Every attempt was made to conduct the research with First Nations culture and methods in mind. Students were asked to come to the Friendship Center where they would complete the questionnaire. According to cultural protocol, Elders were present, food was served, and drummers and dancers were present. However, a tragic event occurred (a student died) right when data collection was to take place. This resulted in a very low turn-out for the response to the questionnaire. It was then decided to deliver questionnaires to the schools. The distribution could not take place until the grieving process/period had passed. The data was then collected in early January, 1998.

The students were asked to participate on a volunteer basis and completed the questionnaire in the presence of one of the researchers. The researcher read the statement at the beginning to each questionnaire and answered any questions the students had. Most of the volunteers appeared to be quite interested in the questionnaire and in responding to the questions. When the students completed the questionnaire, the researcher collected the questionnaires.

Descriptive Data

Each of the questions pertain under each of the main areas of research (1) & (2) will be examined for student response. The discussion of the responses will be presented in terms of 1st and 2nd and third choice focuses on the highest number under each.

Focus of Research Question #1: What is the nature and quality of Indian and Metis students' educational experiences in the 9-12 public schools?

****All responses are from 64 subjects.****

Question number (1) one: The word *school* means different things to different people. Please number the word or words that best describe what the word *school* means to you.

1st Choice:	a: 45	A place to learn.
Others	e: 7	A place to go because I have to.
	f: 7	A place that will help me get a job.
2nd Choice	b: 20	A place to work hard.
Others	c: 14	A place to make new friends.
	f: 14	A place that will help me get a job.
3rd Choice	f: 17	A place that will help me get a job.
	b: 11	A place to work hard.
	c: 10	A place to make new friends.

****All responses are from 64 subjects.****

Question number (2) two: When I am at school I feel:

1st Choice:	a: 24	Bored
Others	c: 20	Happy
	j: 9	Motivated
2nd Choice	f: 15	Inferior
Others	c: 10	Happy
	j: 7	Motivated
3rd Choice	a: 9	Bored
Others	c: 8	Happy
	e: 6	Anxious
	h:	Wanted

****All responses are from 64 subjects.****

Question number (3) three: When I am at school I am:

1st Choice:	a: 34	Confident
Others	g: 11	Included
	d: 7	In control
2nd Choice	d: 16	In control
Others	c: 11	Assured
	g: 6	Included
3rd Choice	c: 15	Assured
	g: 11	Included
	f: 6	Left out

****All responses are from 64 subjects.****

Question number (4) four: When I am in classes/courses I am:

1st Choice:	a: 18	Bored
Others	b: 12	Confident
	l: 10	Feeling good
2nd Choice	k: 10	Tired
Others	h: 9	Happy
	l: 8	Excited
3rd Choice	k: 10	Tired
Others	b: 7	Confident
	j: 6	Lazy

****All responses are from 64 subjects.****

Question number (5) five: If I am ever angry during class time it is because of:

1st Choice:	a: 21	The teacher.
Others	c: 20	The amount of work.
	b: 14	The course content.
2nd Choice	c: 19	The amount of work.
Others	a: 11	The teacher.
	b: 10	The course content.
3rd Choice	b: 14	The course content.
Others	a: 11	The teacher
	d: 11	The things that happened with friends.

****All responses are from 64 subjects.****

Question number (6) six: I think there are so many courses to take because.

1st Choice:	c: 29	Learning about a variety of things will help me get a good job.
Others	a: 25	Learning about a variety of things makes a person better.
	b: 7	Learning about a variety of things gives me confidence.
2nd Choice	b: 20	Learning about a variety of things gives me confidence.
Others	a: 17	Learning about a variety of things makes a person better.
	c: 12	Learning about a variety of things will help me get a good job.
3rd Choice	b: 20	Learning about a variety of things gives me confidence.
	a: 14	Learning about a variety of things makes a person better.
	c: 9	Learning about a variety of things will help me get a good job.

****All responses are from 64 subjects. ****

Question number (7) seven: My favorite courses/classes are:

1st Choice:	d: 19	Indian/Native Studies
Others	a: 16	English
	b: 16	Sciences
2nd Choice	b: 15	Math
Others	d: 13	Indian/Native Studies
	a: 12	English
3rd Choice	c: 12	Sciences
	f: 10	Other
	e: 9	Social Studies

****All responses are from 64 subjects. ****

Question number (8) eight: When I go to school, I would like to get:

1st Choice:	g: 33	Good marks in the courses that I am taking.
Others	d: 10	Gifts from the school such as a book, a CD, some time off, etc.
	f: 7	Praise and encouragement from my teachers.
2nd Choice	g: 14	Good marks in the courses that I am taking.
Others	f: 13	Praise and encouragement from my teachers.
	c: 8	Support and praise from my friends.
3rd Choice	d: 12	Gifts from the school such as a book, a CD, some time off, etc.
	c: 8	Support and praise from my friends.
	f: 9	Praise and encouragement from my teachers.

****All responses are from 64 subjects.****

Question number (9) nine: I would feel best if praise came from:

1st Choice:	a: 23	Teacher
Others	d: 22	Parents
	e: 8	Friends
2nd Choice	a: 17	Teacher
Others	d: 10	Parents
	e: 12	Friends
3rd Choice	d: 14	Parents
	a: 7	Teacher
	b: 6	Principal
	c: 6	Guidance Counsellor

****All responses are from 64 subjects.****

Question number (10) ten: When I arrive at school on time, it would be nice to get recognized from the principal and teachers by:

1st Choice:	a: 24	Saying they are pleased
Others	d: 20	Giving me some time off
	c: 13	Talking to my parents
2nd Choice	a: 13	Saying they are pleased
Others	e: 13	Verbal recognition
	d: 11	Giving me some time off
3rd Choice	e: 17	Verbal recognition
	b: 13	Sending me a note
	a: 11	Saying they are pleased

****All responses are from 64 subjects.****

Question number (11) eleven: When I complete assignments on time, it would be nice if the principal would and teachers would recognize this by:

1st Choice:	a: 31	Saying they are pleased
Others	d: 19	Giving me some time off
	e: 10	Verbal recognition
2nd Choice	c: 17	Talking to my parents
Others	b: 10	Sending me a note
	d: 10	Giving me some time off
3rd Choice	e: 15	Verbal recognition
	a: 11	Saying they are pleased
	b: 8	Sending me a note

****All responses are from 64 subjects.****

Question number (12) twelve: When I complete high school, it would be nice if the principal and teachers would recognize this by:

1st Choice:	d: 19	Wishing me well in my future studies.
Others	a: 17	Verbally telling they are pleased.
	c: 14	Telling my parents/grandparents how pleased they are.
2nd Choice	a: 18	Verbally telling they are pleased.
Others	c: 14	Telling my parents/grandparents how pleased they are.
	d: 11	Wishing me well in my future studies.
3rd Choice	e: 16	Presenting me with a gift.
	d: 13	Wishing me well in my future studies.
	c: 9	Telling my parents/grandparents how pleased they are.

****All responses are from 64 subjects.****

Question number (13) thirteen: When I think of my teachers, I think of people who:

1st Choice:	b: 29	Are good and doing their best to help me.
Others	g: 14	Constantly nag and complain about me and what I do.
	c: 14	Are mostly good and kind.
2nd Choice	c: 15	Are mostly good and kind.
Others	g: 14	Constantly nag and complain about me and what I do.
	b: 9	Are good and doing their best to help me.
	e: 9	Make up assignments and give me grades.
3rd Choice	c: 15	Are mostly good and kind.
	g: 14	Constantly nag and complain about me and what I do.
	e: 9	Make up assignments and give me grades.

****All responses are from 64 subjects.****

Question number (14) fourteen: When I think of the principal I think of someone who is there to:

1st Choice:	a: 25	Discipline students.
Others	b: 14	Give guidance and support.
	f: 13	Just to manage the school.
2nd Choice	c: 13	Suspend me if I do not follow the rules of the school.
Others	d: 12	Help me when I have problems.
	b: 9	Give guidance and support.
3rd Choice	f: 17	Just to manage the school.
	c: 10	Suspend me if I do not follow the rules of the school.
	d: 9	Help me when I have problems.

****All responses are from 64 subjects.****

Question number (15) fifteen: To me the vice principal is a person who:

1st Choice:	a: 22	Is supportive and helpful when I am in trouble.
Others	b: 11	Is very difficult to get along with.
	d: 8	Regards all students as equal.
2nd Choice	c: 13	Is kind and gentle.
Others	d: 12	Regards all students as equal.
	b: 9	Is very difficult to get along with.
3rd Choice	h: 14	Is there to help students in many different ways.
	j: 7	Is there to suspend and expel students.
	g: 6	Is there to help students solve problems.

****All responses are from 64 subjects.****

Question number (16) sixteen: My guidance is counsellor is:

1st Choice:	a: 25	A very caring sensitive person.
Others	c: 11	There to help me with my personal problems.
	j: 11	I am not sure what my counsellor does or is supposed to do.
2nd Choice	c: 9	There to help me with my personal problems.
Others	a: 8	A very caring sensitive person.
	e: 8	There to help the principal in dealing with students.
	f: 8	There to help students plan their futures.
3rd Choice	G: 16	A person who supports students.
	e: 8	There to help students plan their futures.
	b: 5	Only there to help me with my courses.

****All responses are from 64 subjects.****

Question number (16) sixteen: My guidance is counsellor is:

1st Choice:	a: 25	A very caring sensitive person.
Others	c: 11	There to help me with my personal problems.
	j: 11	I am not sure what my counsellor does or is supposed to do.
2nd Choice	c: 9	There to help me with my personal problems.
Others	a: 8	A very caring sensitive person.
	e: 8	There to help the principal in dealing with students.
	f: 8	There to help students plan their futures.
3rd Choice	G: 16	A person who supports students.
	e: 8	There to help students plan their futures.
	b: 5	Only there to help me with my courses.

****All responses are from 64 subjects.****

Question number (17) seventeen: When I think of the home and school liaison/coordinator I think of:

1st Choice:	a: 24	A person who makes me feel better.
Others	h: 18	I am not sure what a school/liaison worker is supposed to do.
	d: 7	A person who makes sure students get to school.
2nd Choice	d: 13	A person who makes sure students get to school.
Others	e: 7	A person who makes sure students get to school.
	a: 5	A person who makes me feel better.
	g: 5	A person who helps solve problems I have at school.
3rd Choice	g: 13	A person who helps solve problems I have at school.
	e: 7	A person who makes sure students get to school.
	a: 4	A person who makes me feel better.
	c: 4	A person who makes me feel depressed.
	f: 4	A person who works with parents to help them make sure I stay in school.

****All responses are from 64 subjects. ****

Question number (18) eighteen: The building in which I attend school is:

1st. Choice:	a: 31	A good feeling place.
Others	d: 16	A place that looks dull and should be redecorated with more First Nations designs and colors.
	c: 12	A place that is comfortable to be in.
2nd Choice	c: 19	A place that is comfortable to be in.
Others	b: 15	Painted with nice colors.
	a: 12	A good feeling place.
3rd Choice	c: 17	A place that is comfortable to be in.
	d: 12	A place that looks dull and should be redecorated with more First Nations designs and colors.
	b: 10	Painted with nice colors.

****All responses are from 64 subjects.****

Question number (19) nineteen: I think a school should be decorated with:

1st Choice:	c: 25	First Nation artwork.
Others	a: 18	Posters of successful First Nation/Metis people/celebrities.
	d: 6	Portraits of successful First Nation students (non-celebrity)
2nd Choice	c: 18	First Nation artwork.
Others	e: 13	First Nation crafts (dream catchers, mobiles, etc.
	a: 10	Posters of successful First Nation/Metis people/celebrities.
3rd Choice	e: 18	First Nation crafts (dream catchers, mobiles, etc.
	a: 10	Posters of successful First Nation/Metis people/celebrities.
	f: 7	Carpet/tiles with First Nation designs.

****All responses are from 64 subjects.****

Question number (20) twenty: The people at the school that make me most comfortable are:

1st Choice:	f: 28	Student services staff.
Others	b: 19	Teaching staff.
	d: 7	Cafeteria staff
2nd Choice	a: 12	Office staff.
Others	b: 11	Teaching staff.
	f: 8	Student services staff.
3rd Choice	a: 16	Office staff.
	f: 8	Student services staff.
	b: 7	Teaching staff.

****All responses are from 64 subjects.****

Question number (21) twenty one: The people at the school that make me most uncomfortable are:

1st Choice:	a: 20	Office staff.
Others	c: 16	Library staff.
	d: 9	Cafeteria staff.
2nd Choice	b: 15	Teaching staff.
Others	c: 13	Library staff.
	e: 8	Custodial staff.
3rd Choice	e: 13	Custodial staff.
	f: 13	Student services staff.
	c: 7	Library staff.
	d: 7	Cafeteria staff.

****All responses are from 64 subjects.****

Question number (22) twenty two: As a student I feel I have responsibilities which are:

1st Choice:	a: 33	To show respect to other students.
Others	b: 15	To show respect for teachers, principals , vice principals, counsellors and other staff.
	e: 15	To show respect for myself.
2nd Choice	b: 25	To show respect for teachers, principals , vice principals, counsellors and other staff.
Others	a: 12	To show respect to other students.
	c: 9	To show respect to books.
3rd Choice	e: 29	To show respect for myself.
	b: 11	To show respect for teachers, principals , vice principals, counsellors and other staff.
	d: 6	To show respect for school furniture and equipment.

****All responses are from 64 subjects. ****

Question number (23) twenty three: As a student I am responsible for:

1st Choice:	a: 40	My own success.
Others	b: 10	Getting my work done.
	c: c	Helping other students when I can.
2nd Choice	b: 30	Getting my work done.
Others	a: 1	My own success.
	c: 6	Helping other students when I can.
3rd Choice	c: 23	Helping other students when I can.
	d: 13	Getting involved in student activities.
	e: 6	Helping teachers when I can.

****All responses are from 64 subjects.****

Question number (24) twenty four: As a student I see school work and the subjects taught as:

1st Choice:	a: 45	Necessary for my future.
Others	b: 10	Not very interesting.
	c: 6	Very interesting and useful.
2nd Choice	c: 18	Very interesting and useful.
Others	d: 12	Very boring and difficult.
	a: 7	Necessary for my future.
	b: 7	Not very interesting.
	e: 7	Something I work at only because I have to.
3rd Choice	e: 21	Something I work at only because I have to.
	b: 9	Not very interesting.
	d: 8	Very boring and difficult.

Focus of Research Question #2: What is the nature and quality of Indian and Metis students' educational experiences in the K-12 public schools?

****All responses are from 64 subjects.****

Question number (1) One: What are the main things about those teachers that helped you become a success in school?

1st Choice:	e: 18	Supportive.
Others	a: 14	Caring.
	c: 9	Helpful.
2nd Choice	e: 14	Supportive. .
Others	c: 8	Helpful.
	g: 8	Understanding.
3rd Choice	g: 15	Understanding.
	b: 9	Friendly.
	e: 8	Supportive.

****All responses are from 64 subjects.****

Question number (2) Two: Besides teachers, who in the school was the most helpful to your success?

1st Choice:	e: 25	Other students/
Others	c: 22	Counsellors.
	g: 6	Resource people (Elders)
2nd Choice	e: 19	Other Students.
Others	d: 10	Teacher Assistants.
	a: 6	Principals.
	b: 6	Vice-Principals.
	c: 6	Counsellors.
3rd Choice	d:	Teacher Assistants.
	g: 10	Resource People (Elders).
	c: 7	Counsellors.

****All responses are from 64 subjects.****

Question number (3) Three: How did other students help you succeed in school?

1st Choice:	d: 24	Being friends.
Others	b: 17	Helping with homework..
	a: 15	Providing caring support.
2nd Choice	b: 23	Helping with homework.
Others	c: 13	Helping with writing papers.
	d: 13	Being friends.
3rd Choice	d: 18	Being friends.
	b: 14	Helping with homework.
	a: 12	Providing with caring support.

****All responses are from 64 subjects.****

Question number (4) Four: My family was a help to me in my success at school by:

1st Choice:	a: 44	Being Supportive.
Others	d: 7	Giving me an opportunity to work with my friends.
	e: 6	Other:
2nd Choice	b: 27	Helping with my school work.
Others	c: 10	Driving me to different places and to different events.
	a: 8	Being supportive.
	d: 8	Giving me an opportunity to work with my friends.
3rd Choice	d: 19	Giving me an opportunity to work with my friends.
	c: 13	Driving me to different places and to different events.
	b: 10	Helping with my school work.

****All responses are from 64 subjects.****

Question number (5) Five: Family members who helped me the most were:

1st Choice:	b: 30	Mother.
Others	a: 10	Father.
	d: 9	Sister.
2nd Choice	b: 17	Mother.
Others	a: 13	Father.
	e: 7	Cousin.
3rd Choice	d: 12	Sister.
	e: 10	Cousin.
	b: 6	Mother.

****All responses are from 64 subjects.****

Question number (6) Six: Other people in my life that helped me become a success in school were:

1st Choice:	a: 30	Elders.
Others	b: 11	Sports, Coaches.
	g: 10	Other:
2nd Choice	b: 10	Sports, Coaches.
Others	c: 8	Artists.
	a: 6	Elders.
	d: 6	Writers.
	f: 6	Shop Teachers.
3rd Choice	f: 9	Shop Teachers.
	b: 8	Sports, coaches.
	c: 6	Artists.

****All responses are from 64 subjects.****

Question number (7) Seven: The classes I have enjoyed the most were:

1st Choice:	d: 21	Native Studies
Others	a: 14	English
	b: 14	Mathematics
2nd Choice	a: 14	English
Others	b: 13	Mathematics
	c: 9	Science(s)
3rd Choice	e: 14	Social Studies
	a: 9	English
	c: 9	Science(s)

****All responses are from 64 subjects.****

Question number (8) Eight: These classes were enjoyable because:

1st Choice:	a: 31	of the way the teacher presented the material.
Others	b: 22	the course was very interesting.
	d: 4	I liked the way the room looked.
	f: 4	my friends were in the class with me.
2nd Choice	b: 15	the course was very interesting.
Others	a: 11	of the way the teacher presented the material.
	f: 10	my friends were in the class with me.
3rd Choice	c: 16	my friends helped me understand the course context.
	b: 11	the course was very interesting.
	f: 11	my friends were in the class with me.

****All responses are from 64 subjects.****

Question number (9) Nine: Cultural events/activities that helped me succeed in school were:

1st Choice:	a: 19	arts/crafts
Others	b: 13	Talking Circle
	f: 12	Cultural days/week
2nd Choice	b: 14	Talking Circle
Others	e: 11	Elders input
	a: 9	arts/crafts
3rd Choice	e: 12	Elders input
	f: 8	Cultural days/week
	b: 8	Talking Circle

****All responses are from 64 subjects.****

Question number (10) Ten: My community helped me become a success in school by helping with:

1st Choice:	f: 16	support from community members.
Others	g: 11	other
	a: 9	funding agencies.
2nd Choice	b: 6	scholarships.
Others	e: 6	gifts.
	f: 6	support from community members.
3rd Choice	a: 7	funding agencies.
	c: 7	loans.
	e: 6	gifts.

Discussion

Discussion of the data will take place with focus on the first research question and then with focus on the second research question. Each of the survey items to which the students responded will be discussed. There are 24 survey items for Research Question #1 and 10 survey items for Research question #2. Summary statements will follow.

Research Question # 1: What is the nature and quality of Indian and Metis students' educational experiences in the grades nine to twelve public schools?

1. The word *school* means different things to different people. Please chose the word or words that that best describe what school means to you.

1st Choice

The students overwhelmingly chose item 'a' *school is a place to learn*. This indicates that students associate school and learning. The idea that they are going to school to learn is positive and can be interpreted as the beginning of a successful experience in the school. A small number of students(7) stated that they view school as *a place to go because they have to*. Another 7 students said school was *a place that will help me get a job*. This response can be seen as positive in that the students associate school and learning as a means to a future job.

2nd Choice

As second choice, students viewed school as *a place to work hard* (n=20). The idea that school is seen as a place of hard work can be interpreted as positive if the students are in fact 'working hard'. On the other hand students may see school as a place to hard work but are not prepared to apply themselves to meet the requirements. Fourteen students selected school was *a place that will help me get a job* and 14 students stated that school was *a place to make new friends*. Here again, school is seen as a vehicle to getting a job. School has always been a place to meet new friends and therefore the selection of this item as a second choice is not surprising.

3rd Choice

As a third choice selection the most selected item(n=17) was *school is a place that will help me get a job*. Again, the association of school and jobs appears to be important to students. Eleven students suggested school was *a place to work hard*, while ten students viewed school as *a place to make new friends*.

2. When I am at school I feel:

1st Choice

Twenty-four students that they felt *bored* at school while 20 students responded that they felt *happy* when they were at school. The close *bored/happy* split leads to the question of what it is at school that leads some students to boredom and what it is that leads others to happiness? Nine students responded that they felt motivated when at school which may mean that they would also be happy if they were asked the question directly. Seven students responded that they felt anxious when at school.

2nd Choice

As second choice, 15 students stated they were *frustrated* when at school while 10 indicated they were *happy* with 7 students responding that they felt motivated. Frustration could lead to boredom (five students placed *bored* as second choice) in that frustrated students often do not do work and as a consequence become bored. In the second choice, as in the first, several students scored feelings of happiness and feelings of being motivated. These groups combined would mean that most of the students were happy with school.

3rd Choice

Students scored in many categories for third choice with 9 choosing *bored*; 8 students choosing *happy*; and 6 choosing *anxious*. Other categories selected were: *wanted*(6), *frustrated*(5), *motivated*(4). In the 3rd choice selections, it may be possible to conclude that the combination of students who chose *happy*, *wanted*, and *motivated* means most of the students are to some degree satisfied with what is happening in the school.

3. When I am at school I am:

1st Choice

Thirty-four students selected *confident* as first choice with eleven selecting *included* and seven selecting *in control*. Only five selected *not accepted*. The responses seem to suggest that most of the students feel quite good about themselves when they are at school.

2nd Choice

Sixteen students chose *in control* followed by 11 students selecting *assured*. Nine chose *confident* and 6 chose *included*. Second choices suggest that, as in 1st choice, the students feel good about themselves in the school.

3rd Choice

Students made selections in many of the possible categories with 15 stating they were *in assured*; 11 stating they were *included*; and 8 stating they were *superior*. Five students selected *in control* while 6 students stated they were *left out*. The responses to item 3 seems to clearly indicate that students are rather confident and feel good about themselves at school.

4. When I am in classes/courses I am

1st Choice

Eighteen students responded that they were *bored* when attending classes. Another 12 students *confident* when in classes. Ten students said they were *feeling good* when in classes while 7 students responded they felt *tired* when in classes. Others responded they were *anxious*(5), *happy*(3), *lazy*(3). Most students responded with some negative component to this item which suggests that perhaps some attention might be paid as to what happens in the particular or further examine why the students were *bored*, *lazy*, *anxious*, or *tired*.

2nd Choice

In terms of second choice the students made responses in almost all of the categories. Ten students stated they were *tired*; 9 stated they were *happy*; 8 stated they were *excited*; 7 stated they were *lazy*; and 5 responded that they were *bored*. Other responses included *confident*(3); *anxious*(3); *moody*(4); *feeling good*(3). As in first choice responses, most students seem to have some difficulty in the classes they attend.

3rd Choice

Ten students selected *tired* followed by seven responses for *confident*. Six students responded with *lazy* and five students selected *bored*. *Excited* and *feeling good* each received 4 responses, while five students selected *happy*.

In third choice selections, as in 1st and 2nd choices, most of the students indicated they were less than satisfied while in classes.

5. If I am ever angry during class time it is because of:

1st Choice

Twenty-one students responded that they were angry because of the *teacher*, twenty students attributed their anger to *amount of work*, and 10 students selected *course content* as the source of their anger. Eight students stated that they were angry because of *things that happened at home* and another 8 students they were angry because of *things that happened with friends*. It appears that *teachers* and the *amount of work* were the factors that were the main contributors to student anger.

2nd Choice

Most students selected *the amount of work*(19) as the main source of anger, followed by *the teacher* with 11 responses and *the course content* with 10 responses. *Things that happened at home* received 5 responses and *things that happened with friends* received 6 responses. Second choice responses also suggest that *teachers* and *amount of work* were the main source of student anger when attending classes.

3rd Choice

Fourteen students selected *course content* as the main reason for anger with 11 students choosing *the teacher* and *something that happened with friends*. Nine students selected *the amount of work* as the main cause of their anger. In all three choices the *teacher* and the *amount of work* rated high in the cause of student anger.

6. I think there are so many courses to take because:

1st Choice

Twenty-nine students selected *learning about a variety of things will help me get a job* while 25 students selected *learning about a variety of things makes me a better person*. Seven students selected *learning about a variety of things gives me confidence* and 4 students selected *learning about a variety of things gives me a high*. The large majority of students felt that the large variety of courses were related to personal factors like *jobs* and becoming a better person.

2nd Choice

Twenty students selected *learning about a variety of things gives me confidence*, 17 students chose *learning about a variety of things makes me a better person*, 12 students chose *learning about a variety of things will help me get a job*. As in the 1st choice, *confidence*, *better person* and *job* were the main reasons for taking the variety of courses that are required at school.

3rd Choice

Twenty students chose *learning about a variety of things gives me confidence*. Fourteen students chose *learning about a variety of things makes me a better person*, while 9 students selected *learning about a variety of things will help me get a job*. Third choice responses reflected 1st and 2nd choice responses.

7. My favorite courses/classes are:

1st Choice

Nineteen students chose *Indian/Native studies*, 16 students chose *English*, 16 students chose *Math*, 8 students chose *Sciences*, and 8 students chose a variety of other subjects such as *art*, *drama*, *phys. ed.*, etc.

2nd Choice

Students scored almost evenly in the following categories: *Math*(15); *Indian/Native studies*(13); *English*(12). Other responses were: *sciences*(5) and *other*(7), including *art*, *drama*, *phys. ed.*, etc.

3rd Choice

Science was the most frequently selected with 12 responses, 10 students selected *other*, 7 students selected *Indian/Native studies*, 6 students selected *English*, and 4 students selected *Math*

From the responses on the three choices, it seem that students have selected *Indian/Native studies*, *English*, and *Math* as the most popular subjects.

8. When I go to school, I would like to get:

1st Choice

Thirty-three students responded with *good marks in the courses I am taking*, 10 students selected *gifts from the school*, 7 students selected *praise and encouragement from my teachers*, 6 students selected *support and praise from my parents*, and 4 students selected *support and praise from my friends*. Students did not value praise from the principal or the teachers very highly as 1st choice with only 3 selections.

2nd Choice

Fourteen students selected *good marks in the courses that I am taking*, 13 students selected *praise and encouragement from my teachers*, 8 selected *praise and support from my friends*, 7 students selected *support and praise from my parents* with another 7 students selecting *gifts*. Four selected *verbal recognition for my attendance from the principal*.

3rd Choice

Support and praise from my parents was the most frequently selected choice with 12 responses. Nine students chose *praise and encouragement from my students*, 8 students chose *verbal recognition for my performance from the principal*, 8 students chose *support and praise from my friends*, 7 students chose *gifts*, and 6 chose *good marks*.

First, second and third choices show that achievement, i.e. *good marks* appear to be most important to the students. Principals and teachers do not rank high in terms of reinforcement for the students, while praise and support from parents and friends is an important factor.

9. I would feel best if praise came from:

1st Choice

Twenty-three students selected *teacher* and 22 selected *parents*. Eight selected *friends* and 5 each selected *principal* and *guidance counsellor*.

2nd Choice

Seventeen students selected *teacher* and 12 selected *friends*, with 10 selecting *parents*. Seven chose *verbal recognition from the principal* and four chose *friends*.

3rd Choice

Fourteen chose *parents*, 12 chose *friends*, 7 chose *teacher*. Each of the categories of *principal* and *guidance counsellor* received 6 responses.

Students seem to be more in need of praise from teachers than any other person in their school experience.

- 10. When I arrive at school on time, it would be nice to get recognized from the principal and teachers by:**

1st Choice

Twenty-four students selected *saying they are pleased*, 20 selected *giving me some time off*, 13 selected *talking to my parents*. Three students selected *verbal recognition* and 2 students selected *sending me a note*.

2nd Choice

Thirteen students responded with *saying they are pleased* and another 13 responded with *verbal recognition*. Eleven selected *giving me some time off*, 10 selected *talking to my parents*, and 5 selected *sending me a note*.

3rd Choice

Seventeen selected *verbal recognition*, 13 selected *sending me a note*, 11 selected *saying they are pleased*, 5 selected *talking to my parents*, and 2 selected *giving me some time off*.

It seems that most students want some type of verbal praise along with some communication to parents. Time off also seems to be an important source of recognition.

- 11. When I complete my assignments on time it would be nice if the principal and teachers would recognize this by:**

1st Choice

Thirty-one students selected *saying they are pleased*, 19 responded with *giving me some time off*, 10 selected *verbal recognition*, 4 selected *talking to my parents*.

2nd Choice

Seventeen selected *talking to my parent*. *Sending a note* and *giving me some time off* each had 10 responses while *saying they are pleased* and *verbal recognition* each had 9 responses.

3rd Choice

Fifteen selected *verbal recognition*, 11 selected *saying they are pleased*, 10 selected *giving me some time off*, 8 selected *sending me a note*, and 7 selected *talking to my parents*.

As in Item 10 some form of verbal communication seems to be most important to students. Having some time off is also a highly valued form of recognition as well as talking to their parents.

- 12. When I complete high school, it would be nice if the principal and teachers would recognize this by:**

1st Choice

Nineteen responded with *wishing me well in my future studies*, 17 selected *verbally telling me they are pleased*, 14 selected *telling my parents/grandparents how pleased they are*, 11 selected *presenting me with a gift*, and 5 selected *sending me a letter telling me how happy they are for me*.

2nd Choice

Eighteen selected *verbally telling me they are pleased*, 14 selected *telling my parents/grandparents how pleased they are*, 11 selected *wishing me well in my future studies*, 8 selected *sending me a letter telling me how happy they are for me*, 2 selected *presenting me with a gift*

3rd Choice.

Sixteen students selected *presenting me with a gift*, 13 selected *wishing me well in my future studies*, 9 selected *telling my parents/grandparents how pleased they are*, both *verbally telling me they are pleased* and *sending me a letter telling me how happy they are for me* received 8 responses.

Receiving verbal or written communication is high priority with the students. Also, they want to have parents/grandparents informed of their achievements. Material gifts do not have high priority.

13. When I think of my teachers, I think of people who:

1st Choice

Twenty-nine students responded with *good and doing their best to help me*, 14 chose *trying to get me prepared for the future*, 10 stated *do not really care about me and what I am doing*, 5 selected *are out to give me a bad time*, 5 selected *are mostly good and kind*, and 3 stated *make up assignments and give me grades*.

2nd Choice

Fifteen students stated *are mostly good and kind*, 14 selected *are trying to get me prepared for the future*, 9 selected *are doing good and doing their best to help me*, 9 selected *make up assignments and give me grades*, 6 selected *constantly nag and complain about me and what I do*, 2 said *are out to give me a bad time* and two others selected *do not really care about me and what I am doing*.

3rd Choice

Fifteen selected *are mostly good and kind*, 14 selected *are trying to get me prepared for the future*, 9 selected *make up assignments and give me grades*, 6 chose *are good and doing their best to help me*, 5 selected *constantly nag and complain about me and what I do*, 4 selected *do not really care about me and what I am doing*.

A large majority of the students indicated that the teachers were helpful, kind, and trying to do a good job for the students. However, some did have feelings that the teachers either didn't care or complained about the student.

14. When I think of the principal I think of someone who is there to:

1st. Choice

Twenty-five students selected *discipline students*, 14 selected *give guidance and support*, 13 selected *just to manage the school*, 7 selected *help me when I have problems*, and 5 selected *suspend me if I do not follow the rules of the school*.

2nd Choice

Thirteen selected *suspend me if I do not follow the rules of the school*, 9 selected *give guidance and support*, 8 selected *just to manage the school*, 7 selected *discipline students*, 4 selected *make up assignments and give me grades*.

3rd Choice

Seventeen selected *just to manage the school*, 10 selected *suspend me if I do not follow the rules of school*, 9 selected *help me when I have problems*, 8 selected *make up assignments and give me grades*, 3 selected *discipline students*.

Most students do not see the principal as having a role of support or guidance, but rather as a manager and a disciplinarian.

15. To me the vice principal is a person who:

1st Choice

Twenty-two selected *is supportive and helpful when I am in trouble*, 11 selected *is very difficult to get along with*, 8 selected *regards all students as equal*, 6 selected *is kind and gentle*, 5 selected *is there to help students with school work*, 4 selected *is there to suspend and expel students*.

2nd Choice

Nine students selected *is there to help students solve problems*, 8 selected *regards all students as equal*, 7 selected *is a person just there to discipline students*, 6 selected *is there to help students in many different ways*, 6 selected *is supportive and helpful when I am in trouble*, 5 selected *is there to help students with school work*.

3rd Choice

Fourteen students selected *is there to help students solve problems*, 7 selected *is there to suspend and expel students*, 6 selected *is there to help students solve problems*, 5 selected *regards all students as equal*, 5 selected *is there to hassle and harass students*, 4 selected *is supportive and helpful when I am in trouble*, 4 selected *is a person just there to discipline students*, 3 selected *is kind and gentle*.

Responses indicate that students view the vice-principal as a person who is there to help them with homework and with problems in general. They also see the vice-principal as kind and who sees students as equals. However, there were a number of students who also view the vice-principal as a person who is there to discipline and to suspend and expel.

16. My guidance counsellor is:

1st Choice

Twenty-five students selected a *very caring sensitive person*, 11 selected *there to help me with my personal problems*, 11 selected *I am not sure what my counsellor does or is supposed to do*, 6 selected *a person who supports students*, 4 selected *there to help students plan their futures*, 4 selected *there to give punishment and to hassle students*.

2nd Choice

Nine selected *there to help me with my personal problems*, 8 selected *a very caring person*, 8 selected *there to help students plan their futures*, 8 selected *there to help the principal in dealing with students*, 6 selected *a person who supports students*, four selected *only there to help me with my courses*.

3rd Choice

Sixteen students selected *a person who supports students*, 8 selected *there to help students with their futures*, 5 selected *there to help me with my personal problems*, 4 selected *I am not sure what my counsellor does or is supposed to do*, 3 selected *only there to help me with my courses*, 4 selected *there to hassle students and to help the principal deal with students*.

Student responses clearly indicate that the guidance counsellor is viewed very positively and that he is there to help the students in many capacities -- personal counselling, academic counselling, help with future planning, and general support. However, some students did not seem to know what the duties of the counsellor are.

17. When I think of the home and school liaison/coordinator I think of:

1st Choice

Twenty-four students selected *a person who makes me feel better*, 18 selected *I am not sure what a school liaison worker is supposed to do*, 7 selected *a person who helps solve problems between home and school*, 3 selected *a person who makes sure students get to school*, 2 selected *a person who works with parents to help them make sure I stay in school*, 2 selected *a person who helps solve problems I have at school*, 6 selected *a person who makes me feel sad/depressed*.

2nd Choice

Thirteen selected *a person who helps solve problems between home and school*, 7 selected *a person who makes sure students get to school*, 5 selected *a person who helps me solve problems I have at school*, 5 selected *a person who makes me feel better*, 4 selected *a person who works with parents to make sure I stay in school*.

3rd Choice

Thirteen students selected *a person who helps solve problems I have at school*, 7 selected *a person who makes sure students get to school*, 4 selected *a person who works with parents to help them make sure I stay in school*, 4 selected *a person who makes me feel better*, 4 selected *a person who makes me feel depressed*.

Students seem to have a good understanding of the role of the home/school liaison worker and it seems would rely on the person for help and support. A large number of responses suggested that students felt the liaison worker made them feel better. However, several students did not seem to know what the liaison worker was supposed to do.

18. The building in which I attend school is:

1st Choice

Thirty-one students selected *a good feeling place*, 16 selected *a place that looks dull and should be redecorated with more First Nations designs and colors*, 12 selected *a place that is comfortable to be in*, 3 selected *painted with nice colors*.

2nd Choice

Nineteen students selected *a place that is comfortable to be in*, 15 selected *painted with nice colors*, 12 selected *a good feeling place*, 2 selected *a place that looks dull and should be redecorated with more First Nations designs and colors*.

3rd Choice

Seventeen students selected *a place that is comfortable to be in*, 12 selected *a place that looks dull and should be redecorated with more First Nations designs and colors*. 10 selected *painted with nice colors*, 7 selected *a good feeling place*.

Most students felt the school is a good feeling place, is comfortable to be in, and is painted with nice colors. However, a significant number of students would like to see more First Nations designs and colors in the school.

19. I think a school should be decorated with:

1st Choice

Twenty-five students selected *First Nations art work*, 18 students selected *posters of successful First Nations/Metis people/celebrities*, 6 selected *portraits of successful First Nations students(non-celebrity)*, 5 selected *historical portraits of Saskatchewan Chiefs*, 4 selected *First Nations crafts(dream catchers, mobiles, etc.)*.

2nd Choice

Eighteen selected *First Nations artwork*, 10 selected *posters of successful First Nations/Metis people/celebrities*, 7 selected *historical portraits of Saskatchewan Chiefs*, 5 selected *carpets/tile with First Nations designs*.

3rd Choice

Eighteen selected *First Nations crafts(dream catchers, mobiles, etc.)*, 10 selected *posters of successful First Nations/Metis people/celebrities*, 7 selected *carpet/tiles with First Nations designs*, 6 selected *First Nations artwork*, 5 selected *historical portraits of Saskatchewan Chiefs*, 5 selected *portraits of successful First Nations students(non-celebrities)*.

While students thought the schools were comfortable places to be, they would like to see more decorations with a variety of First Nations motifs. Most would like to see First Nations artwork, with posters of successful First Nations/Metis celebrities and First Nations crafts.

20. The people at the school that make me feel most comfortable are:

1st Choice

Twenty-eight selected *student services staff*, 19 selected *teaching staff*, 7 selected *cafeteria staff*, 4 selected *office staff*, 2 choices each for *library staff* and *custodial staff*.

2nd Choice

Twelve selected *office staff*, 11 selected *teaching staff*, 8 selected *student services staff*, 7 selected *library staff*, 5 selected *cafeteria staff*, 3 selected *custodial staff*.

3rd Choice

Sixteen students selected *office staff*, 8 selected *student services staff*, 7 selected *teaching staff*, 5 selected *cafeteria staff*, 4 selections each for *library staff* and *custodial staff*.

Responses indicate students are most comfortable with student service staff, followed by teaching staff, office staff, cafeteria staff, library staff, and custodial staff.

21. The people at the school that make me most uncomfortable are:

1st Choice

Twenty students selected *office staff*, 16 students selected *library staff*, 9 selected *cafeteria staff*, 7 selected *custodial staff*, 5 selected *teaching staff*, 5 selected *student services staff*.

2nd Choice

Fifteen selected *teaching staff*, 13 selected *library staff*, 8 selected *cafeteria staff*, 7 selected *office staff*, 3 selected *custodial staff*.

3rd Choice

Thirteen selected *custodial staff*, 13 selected *student services staff*, 7 selected *library staff*, 7 selected *cafeteria staff*, 5 selected *office staff*, 2 selected *teaching staff*.

While most students chose *office staff* as first choice, the overall most popular response was *library staff* which was followed very closely by *office staff*. These choices were followed by *cafeteria staff*, *custodial staff*, and *teaching staff*.

22. As a student I feel I have responsibilities which are:

1st Choice

Thirty-three students selected to *show respect for other students*, 15 selected to *show respect for teachers, principals, vice-principals, counsellors, and other staff*, 15 selected to *show respect for myself*.

2nd Choice

Twenty-five selected to *show respect for teachers, principals, vice-principals, counsellors, and other staff*, 12 selected to *show respect for other students*, 9 selected to *show respect for books*, 5 selected to *show respect for myself*, 2 selected to *show respect for school furniture and other equipment*.

3rd Choice

Twenty-nine selected *to show respect for myself*, 11 selected *to show respect for teachers, principals, vice-principals, counsellors, and other staff*, 6 selected *to show respect for school furniture and other equipment*, 4 selected *to show respect to other students*, 3 selected *to show respect for books*.

The responses showed that students responsibilities were equal in *to show respect to other students* and *to show respect for myself*. The next most frequent response was *to show respect for teachers, principals, vice-principals, counsellors, and other staff*. A smaller number selected *showing respect for books and other school property*.

23. As a student I am responsible for:

1st Choice

Forty selected *my own success*, 24 selected *getting my work done*, 2 selected *getting involved in student activities*.

2nd Choice

Thirty selected *getting my work done*, 11 selected *my own success*, 6 selected *helping other students when I can*, 4 selected *getting involved in student activities*, 3 selected *helping teachers when I can*.

3rd Choice

Twenty-three selected *helping other students when I can*, 13 selected *getting involved with student activities*, 6 selected *helping teachers when I can*, 4 selected *getting my work done*, 2 selected *getting my work done*.

Responses indicated that taking care of *their own success* and for *getting their work done* were the main areas for which they were responsible.

24. As a student I see school work and the subjects taught as:

1st Choice

Forty-five selected *necessary for my future*, 10 selected *not very interesting*, 6 selected *very interesting and useful*, 3 selected *very boring and difficult*, 2 selected *something I work at only because I have to*.

2nd Choice

Eighteen students selected *very interesting and useful*, 12 selected *very boring and difficult*, three choices had 7 responses each, *necessary for my future*, *not very interesting*, and *something I work at only because I have to*.

3rd Choice

Twenty-one students selected *something to work at because I have to*, 9 selected *not very interesting*, 8 selected *very boring and difficult*, 6 selected *very interesting and useful*, 4 selected *necessary for my future*.

Responses showed very clearly that students viewed school work and subjects taught were *necessary for their future*. They also indicated that school work and subjects taught were *very interesting and useful*. However, in 2nd and 3rd choices several students responded that *school work and subjects taught were not very interesting*, *were boring and difficult*, and that *they worked at school work because they had to*.

Research Question # 2: What factors contribute to Indian and Metis students' success in school?

1. What are the main things about those teachers that helped you become a success in school?

1st Choice

Eighteen selected *supportive*, 14 selected *caring*, 9 selected *helpful*, 5 selected *friendly*, 4 selected *took extra time*, 4 selected *understanding*. Other choices included: *high standards*(3), *demanding*(1), *had high expectations*(1).

2nd Choice

Fourteen selected *supportive*, 8 selected *helpful*, 8 selected *understanding*, 6 selected *caring*, 6 selected *friendly*. Other choices included: *took extra time*(3), *demanding*(3), *set high standards*(3), *had high expectations*(4), *strict*(2), *kind*(2)

3rd Choice

Fifteen selected *understanding*, 9 selected *friendly*, 8 selected *supportive*, 6 selected *helpful*, 5 selected *set high standards*. Other responses included: *took extra time*(4), *had high expectations*(4), *demanding*(3), *did not accept second rate work*(3). There was one choice each for *caring*, *kind*, and *strict*

Responses showed that the supportive teacher was the one that most helped the students achieve success in school. *Understanding* and *being helpful* also recieved high numbers of responses as did *caring* and *friendly*.

2. Besides teachers, who in the school was the most helpful to your success?

1st Choice

Twenty-five selected *other students*, 22 selected *counsellors*, 6 selected *resource people*(Elders). Other responses included: *teacher assistants*(4), *principals*(2), *chaplain*(2), *vice-principals*(1).

2nd Choice

Nineteen selected *other students*, 10 selected *teacher assistants*, 6 selections each for *principals*, *vice-principals*, and *counsellors*. Five selected *resource people*(Elders).

3rd Choice

Nineteen selected *teacher assistants*, 10 selected *resource people(Elders)*, 7 selected *counsellors*, 6 selected *other students*.

Responses indicated that *other students* had the most effect on students' success after teachers. Counsellors and teacher assistants also ranked highly in student selections. Several students also selected *resource people(Elders)* as having significant influence on their success.

3. How did other students help you succeed in school?

1st Choice

Twenty-four selected *being friends*, 17 selected *helping with homework*, 15 selected *providing caring support*, 10 selected *helping with writing papers*.

2nd Choice

Twenty-three selected *helping with homework*, 13 selected *helping with writing papers*, 13 selected *being friends*, 7 selected *providing caring support*.

3rd Choice

Eighteen selected *being friends*, 14 selected *helping with homework*, 12 selected *providing caring support*, 10 selected *helping with writing papers*.

Being friends and *helping with homework* were the two most frequently selected items. *Providing caring support* and *helping with writing papers* were also choices that were frequently selected.

4. My family was a help to me in my success at school by:

1st Choice

Forty-four students selected *being supportive*, 7 selected *giving me an opportunity to work with my friends*, 6 selected *other -a wide selection of responses*.

2nd Choice

Twenty-seven selected *helping with my school work*, 10 selected *driving me to different places and different events*, 8 selected *being supportive*, 8 selected *giving me an opportunity to work with my friends*.

3rd Choice

Nineteen selected *giving me an opportunity to work with my friends*, 13 selected *driving me to different places and different events*, 10 selected *helping with my school work*, 6 selected *other-wide selection of random commitments*.

Responses showed that the *supportive family* was the most frequently selected item with *getting help with homework* the next most selected item. *Being driven to places and giving an opportunity to work with friends* were also high choice items.

5. Family members who helped me the most were:

1st Choice

Thirty selected *mother*, 10 selected *father*, 9 selected *sister*, 6 selected *grandmother*, 5 selected *brother*. *Cousin* and *grandfather* each were selected twice.

2nd Choice

Seventeen selected *mother*, 13 selected *father*, 7 selected *cousin*, 6 selected *sister*, 6 selected *grandmother*, 4 selected *brother*, 2 selected *grandfather*.

3rd Choice

Twelve selected *sister*, 10 selected *cousin*, 6 selected *mother*, *brother* and *grandmother* received 5 choices each, and *father* and *grandfather* received 4 choices each.

Responses indicate that *mother* helped the most with *father* and *sister* receiving being second most selected items. *Cousin* and *grandmother* were also selected with considerable frequency.

6. Other people in my life that helped me become a success in school were:

1st Choice

Thirty selected *Elders*, 11 selected *sport coaches*, 10 selected *other*, 5 selected *artists*, 3 selected *shop teachers*.

2nd Choice

Ten selected *sports coaches*, 8 selected *artists*, *Elders*, *writers*, and *shop teachers* each received 6 choices, 4 selected *drama teachers*.

3rd Choice

Nine selected *shop teachers*, 8 selected *sport coaches*, 6 selected *artists*, 5 selected *writers*, 4 selected *drama teachers*, 3 selected *Elders*, 3 selected *other*

Responses showed that *Elders* are a significant factor in the students' success at school. Other major contributors to the school success of students are *sports coaches*, *artists*, *shop teachers*, and *writers*.

7. The classes I have enjoyed the most were:

1st Choice

Twenty-one students selected *Native Studies*, 14 selected *English*, 14 selected *math*, 10 selected *sciences*, 6 selected *other-wide selection*.

2nd Choice

Fourteen selected *English*, 13 selected *math*, 9 selected *sciences*, 7 selected *Native Studies*, 7 selected *social studies*, 7 selected *other*

3rd Choice

Fourteen selected *social studies*, 9 selected *English*, 9 selected *sciences*, 8 selected *Native Studies*, 7 selected *math*, 4 selected *other*

Responses showed that students selected *Native Studies* as the class enjoyed most. *English* was selected almost as frequently as *Native Studies*. *Math* and *sciences* were also very popular choices

8. These classes were enjoyable because:

1st Choice

Thirty-one students selected *of the way the teacher presented the material*, 22 selected *the course was very interesting*, 4 selected *I liked the way room looked*, 4 selected *my friends were in the class with me*, 3 selected *my friends helped me understand the course content*, 1 selected *of the time of day the class takes place*.

2nd Choice

Fifteen students selected *the course was very interesting*, 11 selected *of the way the teacher presented materials*, 10 selected *my friends were in the class with me*, 8 selected *of the time of day the class takes place*, 5 selected *I liked the way the room looked*, 4 selected *my friends helped me understand the course content*.

3rd Choice

Sixteen students selected *my friends helped me understand the course content*, 11 selected *the course was very interesting*, 11 selected *my friends were in the class with me*, 7 selected *of the time of day the class takes place*, 3 selected *of the way the teacher presented the material*, 2 selected *I liked the way the room looked*.

Responses showed that the majority of students found classes enjoyable because of *the way the teacher presented the material* and *the course was very interesting*. Other reasons the students found classes interesting were: *my friends helped me understand the course content*, and *my friends were in the class with me*. Less selected items were: *the time of day of the class* and *the way the room looked*.

9. Cultural events/activities that helped me succeed in school were:

1st Choice

Nineteen students selected *arts and crafts*, 13 selected *Talking Circles*, 12 selected *culture days/week*, 9 selected *feasts*, 6 selected *Elders input*, 6 selected *other*

2nd Choice

Fourteen students selected *Talking Circles*, 11 selected *Elders input*, 9 selected *arts and crafts*, 8 selected *pipe ceremony*, 4 selected *cultural days/week*, 2 selected *feasts*.

3rd Choice

Twelve students selected *Elders input*, 8 selected *Talking Circles*, 8 selected *cultural days/week*, 7 selected *arts and crafts*, 5 selected *feasts*, 3 selected *pipe ceremony*, 4 selected *other*

Responses showed that most students selected *arts/crafts* and *Talking Circles* as most important in helping them succeed in school. They also indicated that *Elders input* and *cultural/days weeks* were also important to their success. Responses indicated that *feasts* and *pipe ceremony* were not deemed as important.

10. My community helped me become a success in school by helping with:

1st Choice

Sixteen students selected *support from community members*, 9 selected *funding agencies*, 8 selected *scholarships*, 6 selected *loans*, 6 selected *gifts*, 11 selected *other*

2nd Choice

Three items were each selected 6 times: *scholarships, gifts, and support from community members*. Five selected *grants*, 4 selected *funding agencies*, 3 selected *loans*.

3rd Choice

Seven selected *funding agencies*, 7 selected *loans*, 6 selected *gifts*, 5 selected *support from community members*, 3 selected *scholarships*, 2 selected *grants*.

Responses showed that most students were a success because of *support from community members*. They also indicated that *funding agencies, scholarships, loans, and gifts* were important factors. *Grants* were deemed less important.

Discussion, Summary, and Recommendations

The data for each of the two research questions will be discussed, a summary statement for each of the research questions will be made and, finally, some recommendations will be presented. Each of the questionnaire items will be discussed concluding with a final summarizing statement.

Discussion Relating to Research Question #1 What is the nature and quality of Indian: and Metis students' educational experiences in the grades nine to twelve public schools?

1. **Meaning of school--** Students were very positive in terms of what the school meant to them. They realize that it is a place to learn and they must work hard in order to achieve success. They also viewed school as a place that will help them get a job. This again is connected with the concept of learning and succeeding. Some students felt school was also a place for making friends. A small number stated that it was a place to go because they had to.
2. **Feeling at school--** Students responded almost equally between feeling good about school and having negative feelings about school.
3. **When at school I am--** Students have positive feelings about themselves and expressed that they were confident, superior, assured, in control. A smaller amount of respondents felt they were not accepted and felt left out.
4. **When in class/courses I am--** Students indicated that they do not have positive experiences in the classroom. Responses included, bored, anxious, moody, and resentful. On the positive side several students responded that they were confident and happy, as well as excited about the classes and courses.

5. **If I am ever angry during class time it is because of--** The majority of students blamed their anger on three main factors--the teacher, the course content, and the amount of work they had to do. Other factors that contributed to their anger were things that happened at home and things that happened with their friends. The frequency of responses to these two items was considerably less than for the first three factors.
6. **I think there are so many courses to take because--**Students responded that taking a large variety of courses would, ranked in frequency of responses, help them get a job, make them a better person, and give them more confidence. This response correlates with Item 1 in that students connect school with the acquisition of a job.
7. **My favorite courses/classes are--**Students ranked Indian/Native Studies as the favorite class with almost equal amount of responses for English and Math. Sciences were next in favorite choice with Social Studies ranking lowest.
8. **When I go to school I would like to get--**Students rated getting good marks as the most important factor for attending school. Other important considerations were praise and encouragement from teachers, support and praise from parents. support and praise from friends and prizes and gifts as rewards.
9. **I would feel best if the praise came from--**Student responded equally that praise was important both from teachers and parents. They also ranked as praise from friends as being important. Praise from principals and guidance counsellors did not rate as high.
10. **When I arrive at the school on time, it would be nice to recognized by the principal and teachers by--**Students indicated they would be satisfied if principals and teachers would just say they are pleased. Other forms of recognition that was important to students was for principals/teachers to communicate with the parents and that they might get some time off.
11. **When I complete my assignments on time, it would be nice if the principal and teachers would recognize this by--**Students responded similar to Item 10. Some form of verbal recognition was the most frequently chosen response, along with communication with the parents and getting some time off.
12. **When I complete high school, it would be nice if the principal and teachers would recognize this by--**As in Items 10 and 11 students indicated they would be satisfied by receiving verbal praise and communicating their achievements to their parents/grandparents.

13. **When I think of my teachers I think of people who--**Students indicated they think very positively of their teachers responding that they believe teachers are good and doing their best for them and are trying to prepare them for the future. They feel that teachers care about them and care about what they are doing. A small number of responses indicated that students felt that teachers didn't care about them.
14. **When I think of the principal, I think of someone who is there to--**Overall, students do not have a positive view of the principal with most students and see him as a disciplinarian, a person who just manages the school, a person who suspends students, and a person who makes up assignments and gives grades. Several students did feel the principal was there to give guidance and support and to help with student problems.
15. **To me the vice principal is a person who--**Students view the vice principal positively and see the person as supportive, helpful, kind. The vice-principal is also seen as a person who helps students with homework and helps students solve their personal problems. However, some students indicated that the vice-principal is difficult to get along with and is there to hassle and suspend students.
16. **My guidance counsellor is--**Students view the guidance counsellor as a caring sensitive person who supports students in terms of personal problems, who plans courses and futures for students. Interestingly, several students responded that they were not sure what the guidance does or is supposed to do.
17. **When I think of the home and school liaison/coordinator, I think of--**Most students responded that it was a person who made them feel better and is a person who helps solve problems between home and school. The guidance counsellor is also seen as a person who helps solve problems at school. As in Item 16, it is interesting that some students responded that they are not sure what the liaison worker is supposed to do.
18. **The building in which I attend school is--**Most students responded that the school is a good feeling place and a comfortable place that is painted with nice colors. However several students responded that the school should be redecorated with more First Nations designs and colors.
19. **I think a school should be decorated with--**Students responded that the school should be redecorated with First Nations artwork. First Nations crafts, posters of successful First Nations/Metis people(celebrities).

20. **The people at the school that make me most comfortable are--**Students responded that student services staff and teaching staff make them the most comfortable. Office staff also received a considerable amount of responses in terms of providing a comfort feeling for students. It is interesting to note that library staff were rated the lowest.
21. **People at the school that make me most uncomfortable are--**Library staff and office staff received most responses in the area of making students uncomfortable.
22. **As a student I feel I have responsibilities which are--**Students responded that was to show respect for the teaching staff and other staff at the school. They also responded that they have high responsibilities for other students and for themselves.
23. **As a student I am responsible for--**Students responded that they were, first, responsible to getting their work done and, second, for their own success. They also responded that they were responsible for other students and for getting involved in student activities.
24. **As a student I see school work and the subjects taught as--**Responses here were quite mixed. Most students responded that school work and subjects were necessary for their future and the subjects were interesting and useful. However, several students responded that the subjects were not very interesting, were boring and difficult, and that they worked at these only because they had to.

Summary of Data Relating to Research Question #1

From the student responses to the 24 questions the one summary statement would be that the students are having positive experiences at school and that they feel good about themselves while at school. Their responses included, school is a place to learn and that it was a place where students had to work hard. Also school was a good place to make friends. They felt that taking a wide selection of classes would help them get a job, would give them more confidence, and would make them a better person.

Native Studies was chosen as the most favorite class they were taking. This was followed by English, Math, and the Sciences. Some chose art, drama and shop as most favorite class. Social Studies did not rate high in terms of favorite class.

Students want to be recognized for their achievements and the type of recognition they chose most frequently was some form of verbal praise from teachers and from the principal. They also want their success related to their parents/grandparents. Another item chosen with considerable frequency was that they wanted to be recognized by their friends.

Students view their teachers very positively and feel that they are doing a good job with them in helping them with their work and with preparing them for the future. They did not see the principal in the same positive way. They see the principal as a disciplinarian, a school manager, and a person who suspends students. They view the vice-principal as caring, supportive, and helpful. The vice-principal helps with homework, and helps with personal problems. The guidance counsellor is also seen as supportive and helpful, and as a sensitive person who helps with personal problems, course planning, and helps plan students' future. The home/school liaison worker is also seen as a caring, supportive person who helps solve problems between home and school and also helps solve problems at the school.

In terms of the school building, most students feel the school is a 'comfort place' and that it was a good place to be. They did say, however, that the school should be decorated with more First Nations motif. This would include artwork, pictures, posters, colors, crafts, etc.

Students indicated that student services staff and teachers are the people that make them feel the most comfortable in the school. Library staff seemed to make them most uncomfortable.

In terms of responsibilities, students said their main responsibility was to show respect for teaching staff and other staff. Also rating high was that they said a responsibility was to other students and to themselves. They also said that they were responsible for getting their work done and for their own success.

Most students responded that school and courses were necessary for their futures and that the courses were useful and interesting. Others thought the courses were boring, uninteresting, and difficult. They said they took the courses because they had to.

While the majority of students responded that they were content with school and what was happening to them, there were a number of students that were not as positive. Some felt they were not accepted and felt let out. Their responses included, bored, anxious, moody, and resentful when in class. They responded that if they became angry in class it was probably because of the teacher, the course content, and the amount of work they had to do.

Recommendations for Research Question #1

From student responses it seems the main problem with school is the course content, and the amount of work to be done. It might be worthwhile to conduct a review of what is actually taught to First Nations students. Perhaps workshops can be set up for teachers with focus on how to include Indian/Metis content into the courses taught. Students would see these classes as more relevant and thus would reduce the boredom, reduce stress and anxiety. Another possibility might be to reduce the work load for students that find the workload overwhelming. Here again, anxiety and stress levels would be reduced and students would probably do better in the classes they are taking.

Principals might do better at communicating their roles to students and assure them that they are there to support the students and help them succeed in school. Also, it would probably be a worthwhile project to establish why library staff is seen as the main group for making students feel uncomfortable. This could apply to office staff as well.

Another possibility might be to involve the community more in the school. This could mean more input from parents, cultural experts(arts/crafts, song, dance, Elders, etc.). This would provide students an opportunity to connect more with their culture and would help to establish a clearer identity. This, in turn, would raise the level of self concept and a sense of well being.

Another major input that would add to more positive experience for Indian/Metis teachers would be to hire more teachers of Indian and Metis heritage. These teachers would be strong role models and would provide cultural knowledge that non-native teachers would not have.

Discussion Relating to Research Question #2 What factors contribute to Indian and Metis students' success in school?

- 1. What are the main things about those teachers that helped you become a success in school?**

Most students responded that supportive teachers was the main factor in their school success. Understanding, helpful, friendly, and caring were also frequently chosen responses. Items with less responses were took extra time, set high standards, and had high expectations.

- 2. Besides teacher, who in the school was most helpful to your success?--**
Students rated other students as the most helpful in their success after teachers. Also rating high in the responses are counsellors, teacher assistants, resource people(Elders).

3. **How did other students help you succeed in school?**--Most students responded with being friends. Other items that had high responses included helping with homework, providing caring support, and helping with writing papers.
4. **My family was a help to me in my success at school by**--Most students responded with being supportive. Other high frequency responses included helping with my homework, giving me an opportunity to work with my friends, and driving me to different places and to different events.
5. **Family members who helped me most were**--Mother was the item to which most students responded. This was followed by father, sister, cousin, and grandmother, and grandfather.
6. **Other people in my life that helped me become a success in school were**--Students responded with Elders as the highest choice. Other choices with high response rates sports coaches, writers, drama directors, and shop teachers.
7. **The classes I have enjoyed the most were**--Students chose Native Studies as first choice, followed by English, Math, and Sciences. Social Studies received the lowest responses of the core classes. Students also selected the item other where they listed subjects such as art, drama, shop, etc.
8. **These classes were enjoyable because**--Students' first choice was the way teachers presented the material. Other high frequency responses included the course was very interesting, my friends helped me understand the course content, my friends were in the class with me, and the time of day the class was held.
9. **Cultural events/activities that helped me succeed in school were**--Students responded that arts/crafts and Talking Circles were the most frequently scored items. Other high response items were cultural days/weeks, Elders input, and pipe ceremonies.
10. **My community helped me become a success in school by helping with**--Students selected support from community members as first choice. Other high frequency responses were funding agencies, gifts, loans, and scholarships.

Summary of Data Relating to Research Question #2

From student responses to the 10 questions relating to Research Question #2, it is evident that they felt there are several major factors that contribute to their success in school.

School Factors Teachers were selected as being very instrumental in student school success. Students stated that teachers who are caring, understanding, supportive, and friendly. They also that classes where teachers presented material in an interesting manner also contributed to their success. Students also rated their counsellors, teachers assistants, and Elders as being major factors in their success in school. Their responses also showed that fellow students as having a major influence on their success.

Family/Community Most students responded that supportive families are also major contributors to their success in school. Families helped with homework, allowed them to work with friends, and transported them to various events and activities. Students also responded that the support of the community as a whole helped them achieve success. Besides providing general support, the community provides cultural events and monetary support.

Recommendations for Research Question #2

Students attributed their school success to many factors. It would seem that these factors should be maintained and perhaps enhanced.

It might be worthwhile to explore further the kind of teacher that the students referred to as "caring, supportive, understanding, and setting standard". Students also responded that classes that teachers made interesting were important to success in school. The provision to in-service for teachers using successful teachers as models for in-service content might be a worthwhile investment. For example, the in-service might focus on how to include Indian/Metis content in the core classes. The in-service could also focus on aspects of the cultures that are present in the schools.

Enhance and expand on the general cultural activities in the schools. Recognize special days(Treaty Four), special people(leaders, Chiefs, Elders, etc.). Have students sponsor and stage events that would help other students as well as teachers to understand the cultures and student needs. Parents and other community people should be present in the schools.

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